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⑨ THE DESIGN OF A SYSTEM OF JOB ANALYSIS FOR DUTY POSITIONS  
THAT INFANTRY AND QUARTERMASTER OFFICERS FILL.

⑩ Final report

⑩ Harry I. Hadley

AMERICAN INSTITUTES FOR RESEARCH

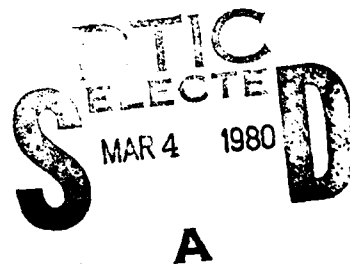
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summarizing the job data are also discussed and examples of a tentative grouping system are explained. Statistical testing of the job analysis system designed and the job dimensions isolated remains for future work when a larger sample is gathered. Preliminary indications are that the method is highly successful in the purpose for which designed.

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The Design of a System of Job Analysis for Duty Positions  
that Infantry and Quartermaster Officers Fill

## INTRODUCTION

Well over half the Army's current budget expenditures go to the personnel and training areas. With the volunteer Army, this proportion may go even higher, and personnel and training programs may become even more important than in the past.

The majority of programs in both military personnel management and military training are anchored in what are called job requirements. The concept of job requirements comes directly from the Army's stated mission, and from the expression of this mission in numerous, detailed tables of organization. In both the personnel and training systems the method employed to gather relevant facts concerning the requirements of the jobs in the various units is job analysis. Job analysis data, once gathered, must be grouped in different ways to suit the specific needs of a particular program. In treating the relationship of activity groupings that are used to construct and organize training curricula with groupings of tasks that are used to identify and categorize jobs, it is necessary to look at both the groupings and at the basic data from which such groupings stem. Economies can be made in personnel and training programs if either or both the job analysis system and the activity grouping system can be the same for both <sup>job and training</sup> areas.

This report first discusses job analysis as a process for gathering relevant job facts, and examines some current and past experiments that have used a system of job analysis that attempted to satisfy the requirements of more than one user. The report then considers the specific requirements of the designer of training-course curricula as compared to the requirements of personnel management programs such as job classification or job evaluation. The report also investigates the job data grouping requirements of both training and personnel.

Next the report explains the procedures used in designing a new job analysis system for Army officer jobs, and in selecting and training of job analysts. It also discusses the procedures used for selecting field job incumbents, and job schedule preparation, review and summarization.

Finally, some tentative conclusions are given based upon the findings in the report.



## MULTIPLE PURPOSE JOB ANALYSIS

Whether a program of multipurpose job analysis can be operated successfully and efficiently for a large organization has been a matter of considerable dispute for a number of years. Almost any personnel <sup>and training</sup> program needs a source of job information with which to set the basic determinates for establishing or revising the program. This is particularly true in the military services where the mission of the service is relatively fixed and is suballocated to individual units. Thus, a base of job requirements is established that must be met by a personnel and training program.

The process of inventorying and recording facts about the job requirements is generally called job analysis or task analysis, and is intended to provide the program director or project officer with criteria against which the personnel program can be evaluated. However, the level of detail and the amount of job facts gathered can vary considerably, depending upon how the material is used.

In the days of its infancy, field job analysis was usually conceived of as being all things to all users. This apparently was a bid on the part of the proponents of job analysis to secure support from any and all users. Shartle (1), in the job analysis manual for the War Manpower Commission, rather optimistically stated that a single method of job analysis could be used for recruitment, placement, vocational counseling, job evaluation, training, utilization of workers, research, and labor relations. Hadley (2) was a bit more cautious in laying claim to uses for the Army's early post-World War II observation-interview job analysis. He stated that Army's job analysis method could be used to supply data

for identifying jobs, describing work activities, shredding out jobs, determining qualifications, delineating levels of responsibility, developing codification systems, developing aptitude and achievement tests, and establishing the validity of training. In the early days of job analysis in the U.S. Air Force (3), it was stated that occupational surveys, besides providing guidance for changes in the occupational structure of the Air Force, also assisted in maintaining the currency of job and course training standards.

Wool (4) pointed out a particularly complicating factor in multi-purpose job analysis when one of the purposes is training-course content and the other is job classification. He observed, after summarizing a number of studies, that the military man must devote a significant portion of his working time to duties out of his field of specialization. When job analyses are done for job classification, these additional duties are usually avoided or slighted because they are almost always associated with the man, not the position--and the duties change when the incumbent of a particular position changes.

The struggle over the scope and level of detail of job analysis has usually polarized on training-course content at one end and job classification and evaluation at the other.

Morsh, Madden, and Christal (5), for example, state that in order to set up job-training standards and occupational training-course outlines, highly detailed information (not generally available in Air Force job classification manuals) is needed. They go on to conclude that task analysis at the position level can provide the appropriate level of detail for training if it provides the sequence of task accomplishments, the

types of tools and materials and equipment used, and the use made of technical orders and manufacturers' manuals.

Lewis (6) stated that "the nature of the required job information varies in type and approach according to major program needs." Among the major programs listed are job restructuring, vocational counseling, training, and performance evaluation. An example cited is the use of job analysis for personnel selection where the isolation of color discrimination as a job requirement would be important, but would not be needed in job evaluation or training-course construction. Likewise, if job analysis is to be used for counseling, it is necessary to isolate and record job factors such as pay, regularity of hours, and value to career progression. These job dimensions are not germane to training-course construction.

McCormick (7) emphasizes the point in his Position Analysis Questionnaire (PAQ) system, which was designed to collect job information only for job clustering, job evaluation, test validation, and development of selection batteries. While this is job analysis for more than one purpose, it is apparent that the purposes are closely related, even interdependent. No mention of using the PAQ for training-course construction or job-training standards is made--substantiation that the PAQ is not useful in this area.

Hyer et al. (8), in Jobs in Instructional Media Study (JIMS), used an adaptation of Fine's (9) Functional Job Analysis (FJA) to analyze about 100 entry-level jobs for paraprofessionals for purposes of programming career development, determining interchangeability of workers, and for training-course design. Hyer et al. found it necessary to establish a large data base, something in excess of 2,200 items, unique tasks

organized into a two-way matrix in order to serve the aims of three such diverse programs as career development, worker assignment, and training-course development.

Army was the first of the military services to use field job analysis, and Hadley (10) stated in the early job analysis manual for the Army that field job analysis can serve more than one purpose. However, it was clearly pointed out that job analysis can only assist in establishing the validity of training, and serve as one means of fitting the training to the requirements of the job. No claim was made that field job analysis done for the primary purpose of job classification, for example, could be used as a direct input to training-course construction.

The Army's agency in charge of training, U.S. Continental Army Command, <sup>(now TRADOC)</sup> has always maintained that there is a definite relation between occupational training, as opposed to developmental training or functional training, and job analysis and job descriptions. In one of their latest publications, Systems Engineering for Training (Course Design) [Department of the Army (11)], they recognize the importance of job analysis in providing tasks to be performed by training graduates and in setting job and, subsequently, training standards. However, selection of which tasks to train, and the subsequent selection of which of these tasks need to be school-trained and which need to be on-the-job trained is a major part of systems engineering, not job analysis. When considering a job such as radio operator, the task of operating a dial telephone does not need training; but training in the transmission of Morse code is something that requires formal schooling. However, the great majority of tasks--for example, filling out a station log--can be taught either in school or on the

job, depending on the amount of time one is willing to pay for school training. The U.S. CONARC regulation concludes that once the tasks which are to be school trained are determined by the training program manager, the method of training the task and the level of proficiency to which the student is to be trained is not the concern of job analysis.

Dickmann (12), in a rather thorough test of Fine's FJA in a research unit, found that task analysis was extremely helpful in job classification, job evaluation, and career planning. No attempt was made to apply the material to training course design or even the training deficiencies of personnel, however.

Scoville (13), in a recent study of concepts of occupational analysis and occupation data, takes up the use of such data, largely Census job classification data, but also some Bureau of Labor Statistics survey data. These data are largely job and payroll titles with little detail of duties and tasks. Scoville concludes that, unfortunately, there does not appear to be available a generally accepted set of skill groupings that would facilitate planning curricula and programs; and he rejects the Census data and the Dictionary of Occupational Titles of the Department of Labor as too narrow in scope. According to his findings, occupation data are vital to training planning and course design; but currently available data in the civilian economy are also lacking in either detail or grouping (clustering) to be fully usable. For use in training, fine detail is needed. In summation, Scoville states, "The various producers of occupational data do not share common needs or goals; and much the same diversity... characterizes the users of such data."

Fine (9), in developing his Functional Job Analysis, made a sharp distinction between the functions that a worker performs and the things that the worker did--the former being of more interest to training personnel, and the latter of greater concern to management. Fine also developed a hierarchy of verbs to show the level of involvement of a worker in three broad areas, labeled Data, People, and Things. Jobs were rated on the basis of a functional job analysis, and the resulting code became a taxonomy of jobs. The main criterion of the taxonomy was, however, interchangeability of one job for another, based upon the functions that the worker performs.

Fine and Wiley (14), in an explanation of Fine's system of Functional Job Analysis (FJA), differentiate sharply between the functions that a worker carries out and the management goals or the mission of the unit. They state that the Data, People, and Things scales are useful for establishing guidelines for functional or educational requirements of jobs. However, the claims for FJA are carefully circumscribed to setting guidelines rather than to the establishment of curriculum content, the allocation of instructional time, or the selection of training methodology.

The Human Resources Research Office (HumRRO) of the George Washington University (15) has done a considerable amount of field job analysis for the purpose of developing or modifying training courses and setting training standards in the Army. In a typical effort, however, they found 41 fairly broad subject areas--each of which needed considerable detail in terms of tasks, elements, and knowledge requirements--pertinent to the training requirements of one Army MOS, that of Light Weapons Infantryman.

Some 6,500 performances, knowledges, and skills stemming directly from combat requirements were isolated and categorized for the job of Infantry Rifle Platoon Leader in a subsequent study [Brown and Jacobs (16)]. Obviously, this level of detail is far beyond the requirements put on job analysis for career development or job classification.

Morsh (17) stated, after a survey of job analysis in major government agencies, that some job analysts maintain that an adequate job analysis and the resultant job description should be so inclusive that it will meet any demand made upon it. Other analysts hold that it is impossible to satisfy all users with a single job description or job-analysis method. Morsh carefully concluded that "it may be that job analysis source data could be made so accurate and so detailed that the same data could be used to write any kind of job description required."

While this is obviously true, it becomes apparent when one starts to operate a field job-analysis program that the feasibility of one job-analysis method satisfying all potential users is beyond any justifiable budget and any time frame in which the job data do not get out of date before they can be put to use in training course curricula construction. It does seem to be feasible to conduct job analysis for closely related purposes, such as job classification, job evaluation, personnel assignment, and career counseling. Here, one is interested in the similarities and interchangeabilities among jobs, as opposed to training content in which the focus tends to be on the uniqueness of jobs. Training needs job analysis at the "element" level--or "subtask" level, as it is sometimes called--in order to ascertain specific movements or processes used

by the worker. In almost no other area is this level of detail needed. Fully detailed job analysis, such as that required for establishing training-course content or training methods, can be extremely costly to produce and also can be extremely perishable because of the rapid technological changes in jobs and work process. It can be justified, in a military organization at least, because of the large amount of training that is conducted and the huge cost in manpower for training new recruits and retraining second- and third-term personnel who have been assigned a tour of duty outside their main job area. However, to conduct a highly detailed and expensive type of job analysis without any specific plans for its application to training would seem to be unnecessarily expensive and time-consuming.

In summary, whether or not job analysis can be all things to all users remains in doubt. Evidence seems to lean toward the position that job analysis can be designed to serve the needs of closely related functions, but that it is too expensive and time-consuming, and perhaps too transitory, to be satisfactorily multipurpose when the purposes are as divergent as, say, job classification and training-course construction.



## JOB INFORMATION REQUIREMENTS FOR OFFICER TRAINING COURSE CURRICULA CONSTRUCTION

The United States Army operates one of the largest training institutions in the world. Every draftee, every recruit, and every officer entering on active duty receives formal training. Additionally, they train a large number of reserve force personnel annually and, on a periodic basis, a substantial number of civilian employees of the Department of the Army.

Broadly speaking, the officer courses that are taught can be classified into three categories based upon their content: career, skill, and functional courses.

### CAREER COURSES

These courses are also called developmental, educational, and professional courses. They have as their aim the imparting of knowledges and abilities that will develop the potential of the individual to its highest level, and prepare him for a range of positions and a level of responsibility not identified with any one assignment. These courses are similar to those found at a liberal arts college. Examples of this type of course in the Infantry area are Infantry Officer Basic (2-7-C8) and Infantry Officer Advanced (2-7-C22); and in the Quartermaster area, Quartermaster Officer Basic (8-10-C1) and Quartermaster Officer Field Grade Officer Refresher (8-10-C8) [Army School Catalog (18)].

In addition, there are career courses that are not associated with any particular branch, but that are applicable to a grade level; for example, the Command and General Staff Officer Course (1-250-C2).

## SKILL COURSES

These courses are often referred to as MOS-producing courses. They are at the opposite end of the scale from the career courses, and their aim is to impart specific skills, knowledges, and abilities that are required to fill a certain job classification or MOS. These courses are similar to those that are taught in the technical and specialized schools, and award an MOS to the student upon successful graduation. Examples of these in the Infantry area are On-Leash Scout Dog Handler (2E-4371) and Infantry Mortar Platoon Leader (2E-1543); and in the Quartermaster area, Subsistence Officer (8D-4130) and Petroleum Officer (8B-4960) [Army School Catalog (18)]. These courses are clearly related to specific occupations, and it is incumbent upon the instructor to impart the required skills of the occupation to the graduate.

## FUNCTIONAL COURSES

The third category, usually called functional courses, teach specific skills and knowledges; but these skills are not required of, or preparatory to, a single job or occupation. Instead, they are those skills that are applicable to a whole range of occupations, and serve as an "add-on" skill that may be needed in certain assignments or situations. Examples of the functional courses are Army Installation Management (1B-F1), which provides officers and civilian employees with a general knowledge of the techniques, practices, and fundamentals of Army installation management; and the Airborne and Ranger courses that are taught at the Infantry School (2E-F1 and 2E-F2) [Army School Catalog (18)]. These courses do not award a new job classification or MOS upon graduation, but some of

them do add a prefix or suffix digit to the MOS that the officer already possesses. For example, the Airborne course adds prefix 7 to a variety of MOS held by officers to show that they can perform their MOS in an Airborne Division.

The previous chapter showed that determining an adequate level of description for job or task analysis is, at best, a difficult job. What is needed is some explicit rule as to what can be included and what can safely be excluded, but this, unfortunately, varies from one purpose to another. Two extremes of purpose are job classification and career counseling on one hand and training-course curricula construction on the other. The requirements of the two are so disparate that the term "task analysis" has grown into use as that job analysis done for the purpose of training content and training standards, and "job analysis" remains as the term used for the gathering of job facts for personnel management and administration. Both have become a bit stylized. In fact, Davies (19) concludes that task analysis in support of training has tended to become ritualized and mechanistic in following through on an extremely detailed listing of all tasks and elements in a job, whether or not of real importance.

This is borne out by some Army experience in conducting task analysis for systems engineering of training. In establishing its new program of Systems Engineering of Training (20), the U.S. Continental Army Command stated that job or task analysis is the first step in revising a training program, and that all tasks in a job must be fully identified and described. Then a decision could be made as to which tasks should be school trained, which on-the-job trained, and which should require no training.

This identification and inventory of all tasks can become expensive and burdensome enough if one considers only the regular officer skill courses that train for a single job or the functional courses that train for a widely applicable, but single, homogeneous skill. However, when applied to the officer career courses, this philosophy tends to gather a quantity and level of job facts that are almost unlimited. Career courses train for a level of jobs (for example, company command, general staff), rather than a specific job or even an occupation. The number and type of companies that a Quartermaster officer can command runs the gamut from food service, supply, storage, memorial activities, and petroleum supply to clothing issue and aerial supply drop by parachute. The time consumed in gathering the tasks of all the command jobs in all these various companies could well exceed the average life expectancy of the course, considering normal changes in doctrine, policy, budget, and the content of the officer corps.

Using the Ordnance Officer Basic Course (4-9-C20) as an example of a typical career course serves to illustrate the extent of job information that needs to be gathered. Table 1 shows the spread of positions for which the course trains (21).

Table 1. TOE Job Positions Analyzed

- 
1. Company Commander
  2. Maintenance Platoon Leader
  3. Technical Supply Leader
  4. Shop Officer
  5. Materiel Officer
  6. Adjutant (S-1)
  7. Operations Officer (S-2/3)
  8. Supply Officer (S-4)
-

Note that each of these could deal with a number of differing subject matter areas--for example, maintenance platoon leader in an automotive platoon, an artillery platoon, or a small arms platoon.

Table 2 takes one of the eight TOE jobs for which the career course must train and shows the major duties of that one job--in this particular case, the job of Ordnance Company Commander (21).

Table 2. Major Duties of an Ordnance Company Commander

- 
1. Plans and prepares for overseas movement
  2. Plans for and conducts tactical movement of unit
  3. Supervises tactical employment of unit
  4. Supervises company personnel
  5. Manages military justice program within unit
  6. Manages company administration
  7. Supervises mess operation
  8. Supervises unit supply operations
  9. Directs accomplishment of unit mission
  10. Directs unit training program
  11. Supervises unit motor pool
  12. Human relations
- 

These, of course, are major duties, and while they are fairly useful in summarizing the job of Ordnance Company Commander, they are not specific enough for formulating training-course curricula. Each of these major duties is separated into component tasks.

A fairly typical major duty is "Supervises unit supply operations." Table 3 shows the tasks that the CONARC systems engineering for training assigned to this duty and on which training-course construction operates (21). These tasks are relatively specific, and are usable by the trainer in the establishment of things to be trained. However, they give

Table 3. Tasks in a Typical Duty of Company Commander

---

8. Supervises unit supply operations:

- (1) Inspects supply room
  - (2) Inspects supply records
  - (3) Directs inventories
  - (4) Conducts inventories
  - (5) Inspects TOE/station property
  - (6) Directs establishment of unit PLL (Prescribed Load List)
  - (7) Directs supply officer
  - (8) Approves unit supply SOP
- 

no indication of proficiency to which a student should be trained, and in some cases are a bit vague as to why a particular action is being taken by the Company Commander. Consequently, CONARC found it necessary to require job standards for each task.

Table 4 shows a typical job standard placed in the whole framework of the requirement for an Ordnance career course (21).

Table 4. Typical Job Standard for Use in Training Course Construction

---

1. Company Commander

\* \* \* \* \*

8. Supervises unit supply operations

\* \* \* \* \*

(4) Conducts inventories

Job Standards: In accordance with AR 735-25, to personally insure quantities of accountable items are on hand or on requisition, are serviceable, and in the stated location.

---

Discard, for the moment, the fact that the eight TOE positions for which the course trains (as shown in Table 1) could require a different body of knowledge if they were associated with automotive maintenance as opposed to small arms maintenance, and restrict the subject-matter knowledge to only automotive maintenance. Even with this restriction, the number of positions times the number of major duties (Table 2) times the typical tasks (Table 3) times a minimum of two job standards for each task multiplies out to around 2,000 tasks. This, of course, would have to be multiplied by the number of differing subject-matter areas for which Ordnance Branch is responsible. Even a partial list of these--missile maintenance, ammunition supply and renovation, artillery maintenance, tank and automotive maintenance, small arms maintenance, and metalworking--expands the data base required to support the course to over 10,000 tasks.

The problem does not even end here. Table 5 shows a list of additional duty assignments that Ordnance officers would normally expect to have during the early years of their career, and the career course must presumably train for these also (21). Each of these would have a body of duties, tasks, and standards with which the course should be concerned. The inclusion of these additional duty positions would more than double the required size of the data base, making somewhere in excess of 20,000 tasks and task standards required to support a single career course.

Each branch has at least two career courses--the basic course and the advanced course. Additionally, there are career courses not specific to a branch, such as the Command and General Staff Course. Assuming that there are 35

Table 5. Ordnance Officer Major Additional Duties

---

1. Administrative Officer	31. Imprest Fund Officer
2. Advance Party OIC	32. Insurance Officer
3. Ammunition Officer (Unit)	33. Investigating/Survey Officer
4. Arms Officer	34. Materiel Readiness Officer, Unit
5. Athletics & Recreation Officer	35. Mess Officer
6. Burial Detail Officer	36. Motor Officer
7. Cannibalization Point Officer	37. OIC Nuclear Incident Accident Control
8. CBR Officer	38. Postal Officer
9. Civilian Labor Officer	39. Public Information Officer
10. Claims Officer (Unit)	40. Range Officer
11. Class "A" Agent	41. Records Management Officer
12. Classified Document Destruction Witness	42. Reenlistment Officer
13. Cold/Heat Injury Officer	43. Safety Officer (Unit)
14. Command Information Officer	44. Savings Officer
15. Communication Officer	45. Security Officer
16. Conservation & Utilities Officer	46. Security Force OIC
17. Counsel/Assistant Defense Counsel	47. Summary Court Officer
18. Counsel/Assistant Trial Counsel	48. Supply Officer (Battalion)
19. Courier, Ammunition	49. Supply Officer (Unit)
20. Courts Martial Board Member	50. Tax Officer
21. Custodian, K.P., N.A.F.	51. Theatre Officer
22. Custodian, Classified Documents	52. Training Officer (Unit)
23. Customs Officer	53. Transportation and Movement Control Officer
24. Education Officer	54. Transportation Motor Officer
25. Engineer Equipment Officer	55. Unit Fund Custodian
26. Fire Marshal	56. Unit Fund Recorder
27. Forms Control Officer (Sensitive)	57. Vector Control Officer
28. Forms and Records Control Officer	58. Venereal Disease Control Officer
29. Fund Drive Collection Officer	59. Voting Officer
30. Historian	60. Zero Defects Officer

---



career courses in the Army officer schooling system, based on 15 basic branches plus a few general, high-level courses, the Army is then confronted--as a conservative estimate--with a required data base of over 700,000 tasks and task standards. This would seem to be clearly beyond the capabilities of any organization to gather and keep current.

It would also be beyond the capacity of a student to acquire and retain a knowledge of all the tasks that could be taught in a single career course. The purpose of the course is not to train a specific set of skills, but to develop the student's knowledges and abilities in a more general fashion so that he can cope with a variety of assignments. He needs functional techniques of planning, information-gathering, and controlling personnel and operations, rather than the ability to perform a set of specific work elements to a set standard. Clearly, the gathering of raw job tasks without subsequent grouping and synthesis is not appropriate as a basis for constructing career course curricula.

As noted above, there is a technical difference between functional courses and skill courses; however, for purposes of examining the job-analysis requirements for supporting these courses, the difference is irrelevant. Both are imparting specific skills directly related to a job or a job type of skill. Both are teaching an occupational or technical skill that is usually identified in the job classification and assignment system; neither are developmental or educational courses.

There is no doubt that task analysis is a useful tool in determining the content of a specific occupational or functional course. What a qualified incumbent on the job in a field unit is doing can be a valuable

guide in determining the training requirements for his replacement. However, the level of detail required for using the task information gathered in defining specific items of instruction is considerably more detailed than that usually gathered for purposes of career management and job classification.

A fairly typical occupational course for Army officers is that for Petroleum Officer taught at the Quartermaster School, Fort Lee, Virginia (22). Successful graduates are awarded the MOS of 4960, Petroleum Products Supply Officer. It is a 12-week, 480-hour course; and it is open to Lieutenant Colonels and below. It has a stated purpose, "To provide commissioned officers with a working knowledge in the functions, duties, and responsibilities of petroleum supply and laboratory techniques." The major academic subjects taught in the course are shown in Table 6.

Table 6. Major Academic Subjects Taught in Petroleum Officer Course (22)

Academic Subject	Hours of Instruction
General Petroleum Subjects	25
General Laboratory and Basic Laboratory Tests	31
Physical Tests of Light and Heavy Distillates	48
Chemical Laboratory Tests	36
Identification of Unknown Petroleum Products and Evaluation of Laboratory Test Reports	39
Petroleum Supply Operations	55
Terminal Operations	45
Pipeline Operations	103
Final Field Problem	47
Guest Speakers	6
Subtotal	435
Nonacademic Subjects	45
Total	480

The scope of these major subject areas is shown in Table 7, which shows the detailed breakdown of the single major subject-matter area of Pipeline Operations, as indicated in Annex H to the course (22).

Table 7. Detailed Breakdown of a Major Subject Area,  
Petroleum Officer Course (21)

Pipeline Operations
1. Introduction to Pipeline Operations
2. Theory of Flow in Pipelines
3. Pipeline Capabilities
4. Pump Operation and Pipeline Flow
5. Planning Pipeline Systems
6. Installation of Pipeline Systems
7. Pump Station Operations
8. Planning and Design of a Military Pipeline
9. Scrapers, Sandtraps, and Pipeline Markings
10. Batching Operations
11. Scheduling and Dispatching
12. External Corrosion
13. Internal Corrosion
14. Pipeline Maintenance
15. Examination
16. New Developments
17. Industry Field Trip

As Tables 6 and 7 indicate, the course is comprehensive training for petroleum supply, storage, and laboratory procedures, as well as pipeline installation and operation. In conjunction with certain contracts, AIR has conducted officer job analysis on Infantry and Quartermaster officer

jobs.<sup>1</sup> Petroleum Officer is a Quartermaster MOS, and two job schedules were prepared on two different positions filled by personnel in MOS 4960. Copies of these two job schedules are included as Appendixes A and B.

An examination of the two job schedules in relation to the contents of the Petroleum Officer Course shows the following points.

(1) The duty positions covered in both schedules are concerned primarily with petroleum supply operations and, to a lesser extent, with some limited terminal operations. Laboratory procedures, pipeline installation, operation and maintenance, and pumping station operation and maintenance are not touched upon.

(2) Both job schedules contain rather broad, generalized statements of duties and tasks performed in the job that may be sufficient for job classification and career counseling, but are not sufficiently detailed for training-course curriculum construction.

(3) The sections on Officer Job Qualifications and Officer Career Development Factors, while directly related to personnel management, are not particularly suitable for training-course content decisions.

(4) Unless a wide number of additional duty positions that a Petroleum Officer might fill under differing circumstances were also subjected to job analysis, the job analysis would be inadequate for determining the content of the training course.

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<sup>1</sup>Contract DAHC 19-71-C-0004, "A Taxonomic Base for Future Management Information and Decision Systems"; Contract DAHC 19-73-C-0041, "A Comparison of Officer Job Content Modules with Activity Groupings Implicit in Course Design."

However, many of the duty positions for which coverage would be required do not exist in the current Army posture. Pipeline operations are largely a wartime operation, and while a Petroleum Officer would need training in pipeline operations and maintenance to be ready for contingency operations, such tasks as he would perform cannot be identified by job analysis when no incumbent exists in such a position. Gagne' and Fleishman (23) were among the first to note the inadequacy of regular job analysis when no incumbents or supervisors exist, and engineering data must be substituted. This is a typical case in point.

While it can be concluded that job analysis done for purposes of personnel management is not directly usable in training-course construction, this does not mean that the use of job data to modify and restructure job classifications is unrelated to the overall validity and content of officer skill courses. The job data that AIR has gathered on Infantry and Quartermaster officers is intended for use in restructuring job classifications for officers and in modifying counseling procedures for junior officers.

It seems apparent that truly multipurpose job analysis is neither feasible nor desirable when the uses of the job data are as diverse as personnel management and training-course curricula construction. If this conclusion is accepted, it seems equally supportable that a specific job analysis method for a specific purpose is best when it is individually designed for that sole purpose. [As a result, a new and individual job-analysis procedure was designed to gather job data on jobs that Infantry and Quartermaster officers fill.] The design of this unique method and its application to selected Infantry and Quartermaster jobs is discussed in the following chapter.

## THE DESIGN AND CONDUCT OF A SYSTEM OF JOB ANALYSIS FOR ARMY OFFICER JOBS FOR USE IN PERSONNEL MANAGEMENT PROGRAMS

*it was*  
As concluded from a literature search that a multipurpose job analysis system would be problematical at best, it was decided to design a new job analysis system for Army officer jobs that would be used in personnel management programs only. It was further decided that the new format would be administered by observation-interview with a trained job analyst, rather than using a mail-out procedure. As the system was to be a new and specific one, and as the jobs covered were to be relatively small in number, it was believed that the cost of observation-interview job analysis would not be prohibitive, and that the results would be far superior to mail-out questionnaires.

### JOB ANALYSIS FORMAT

The final format for the job analysis was based upon a number of factors including previous Army job analysis systems, those employed by other military services and civilian agencies, and the new counseling and career management uses to which the job data would be put. Several different formats were also tried out informally with experienced job analysts and military officers available locally in the Washington, D. C. area. The final format used is presented in Appendixes A and B. It consists of the following parts:

- (1) Identification Information.
- (2) Generalized Officer Activities and Responsibilities.
- (3) Officer Job Qualifications.
- (4) Officer Career Development Factors.

## Identification Information

Part 1 follows the standard approach of identifying jobs within the Army troop basic structure, and has been adapted from previous Army job analysis formats.

## Generalized Officer Activities and Responsibilities

Part 2 deals with duties and tasks. It was accompanied by an interview guide sheet for the job analyst to use in eliciting officer duties in such a manner that the duties could be grouped under four major headings (i.e., Planning, Information-Gathering, Controlling, and Doing). These major headings were believed to be generally adaptable to a majority of the officer jobs that would be encountered in the job analysis. The interviewer used the guide sheet to stimulate information and to organize that information on the duties and tasks that were performed into the major headings, when such organization seemed appropriate.

Not all jobs had task requirements in all major headings and, indeed, some jobs were found that did not easily fit the interview guide sheet. In these latter cases, a simple narrative format, placing the most important duties first, was followed. By and large, the job analysts declared that the interview guide sheet was both helpful in eliciting information and useful in organizing interview notes into a job schedule. No attempt was made to gather official additional duties assigned to officers, particularly junior officers who often have eight or ten assignments in addition to their primary manning-table position. These additional duties (e.g., Savings Bond Officer, Parking Control Officer, and Soldier Voting Officer) are minor in nature and are not connected with the purpose

of the job analysis, which was to collect relative information about a particular TOE or TD position.

#### Officer Job Qualifications

Part 3 of the job analysis format has some new and innovative features. Covered in a check list are job requirements such as (a) Education, both military and civilian; (b) Special Skills, such as language, aviation, or ADP; (c) Physical Abilities; (d) Job Experience and Training; and (e) *Marital* Status. Each of these is quantified to the extent possible at this time, and can be checked by the analyst as either a required or desirable qualification. Sections F and G of Appendixes A and B, "Limits of Responsibility" and "Mental Skills," are a series of scales for getting at the parameters of a particular job. They were experimental in nature, and while their reception by the job incumbents and the job analysts was good, a full evaluation of them must await a larger and more diversified use than they have had to date. In practice, these qualifications check lists and scales proved helpful to the analyst, the job incumbent, and to the job data seeker. With further use, they can be improved, extended, and refined.

#### Officer Career Development Factors

Section 4 of the job schedule format is one of the first organized attempts known to get at some of the job dimensions that influence people in making career choices. Previous work by the U.S. Army Research Institute for the Behavioral and Social Sciences (24) indicates that some of these dimensions may be even more important to officers than a strict duties-and-task approach in describing the facets of a job. This section



attempts to tap the opinions of job incumbents about the job that they are holding in areas such as new skills developed, how the job benefits their career, and what job interests and satisfactions they get from their current job.

This section drew a lively response from most job incumbents and seems to bear out the contention that many officer jobs are learned after the officer is assigned. The specific duties he has to perform are acquired on the job; the important thing about an assignment to an individual officer is not what he will be required to do, but how much, and in what way, will the job advance his career, stimulate new interests, and give new satisfactions. How significant Section 4 is must await a larger and more diversified use on a whole range of Army jobs.

#### JOB ANALYST SELECTION

The selection and training of job analysts to employ the newly designed job analysis system posed very few problems. Eight retired Army Colonels and Lieutenant Colonels were selected after a review of their Army experience and training. All had attended their Branch advanced course, the Command and General Staff College, and over half of them had attended the Army War College. Basic Branches of the retired officers included Infantry, Field Artillery, Armor, and Quartermaster. (One was a former airborne-qualified officer, and one was a former pilot.) They were selected to give a full spread of command and staff assignments in their backgrounds, and to provide an extensive understanding of military organization, military personnel management, and military job terminology. They formed an above-average group of beginning job analysts.

The retired officers were given a week's intensive training in the basic philosophy of job analysis and practical exercises in use of the new job analysis format. The course included a review of previous methods of observation-interview job analysis and questionnaire job analysis, techniques of interviewing and writing, selection and use of precise action verbs in describing Army officer jobs, and the specifics of the newly designed job analysis system that they would be using in the field.

A second week was devoted to applicatory training in which each analyst did a trial-position incumbent interview and job write-up, using nearby troop units. These trial job schedules were closely and carefully reviewed to ensure that each analyst fully grasped the intricacies of the new system and could produce quality job data. Little training in the administrative procedures of entering and clearing a military post or installation was necessary because of the extensive military backgrounds of the trainees.

The selection of manning-table positions on which job schedules were to be prepared was jointly accomplished by representatives of the Infantry and Quartermaster Career Branches, Officer Personnel Directorate, Military Personnel Center, Department of Army, and the American Institutes for Research. The career branches were initially asked to prepare a list of typical positions that would adequately represent the jobs that their Branch officers fill. They were requested to include both easy-to-fill and hard-to-fill positions, prestige positions and routine positions, command and staff positions, and Branch Material and Branch Immaterial positions. This list was then reviewed by the AIR representatives to ensure a proper occupational spread over the Branch's allotted functions, and to

indicate appropriate grade spread within each Military Occupational Specialty (MOS). Position coverage by grade within MOS was allocated in accord with the general proportion of the grade to the total strength of the MOS, Army-wide, and the three grades most important in career development, i.e., Captain, Major, and Lieutenant Colonel.

The actual positions analyzed, by MOS, position title, and grade, for jobs typical of those that Infantry officers fill are shown in Appendix C. Those for Quartermaster officers are shown in Appendix D. Each circle represents a completed job analysis schedule. There were 100 Infantry and 63 Quartermaster officer jobs analyzed.

#### JOB ANALYSIS SCHEDULE REVIEW

Generally, the job analysts spent four to eight hours on the interview with the job incumbent and eight to sixteen hours on the write-up of their notes into a finished job schedule. These figures varied widely in some cases because of the complexity of the job, the availability of the job incumbent, and the physical surroundings where the interview took place, e.g., whether the interview was performed away from the job site in an isolated location or whether it was sandwiched in while the incumbent conducted priority business in his office or job location.

Each schedule was reviewed thoroughly for proper application of the job analysis method, clarity of expression, representativeness of the position in comparison to similar positions in other units and other locations, and value of the job incumbent as an accurate source of information. Both the position incumbent and the job analyst were encouraged to state their opinion of the representativeness of the job information from an Army-wide point of view.

Review was accomplished by two experienced reviewers, well acquainted with Army jobs, organizations, and job analysis procedures. All job schedules were rated with one of the four following ratings: "Excellent," "Good," "Acceptable," or "Unacceptable." All schedules were signed by the job analyst, and initialed and rated by the reviewers. Anonymity of the job incumbents was preserved, however, by deleting the incumbent's name after the schedule had passed the review stage. Each job incumbent was advised at the time of the interview that his name would not be entered on the final record copy of the job schedule; this allowed for free expression concerning his feelings about the job, the unit, the Army, and other career factors.

Table 8 shows the results of the job-schedule rating process by the reviewers. It should be borne in mind that a rating of other than "Acceptable" on a job schedule does not necessarily reflect either credit or disfavor on the job analyst. "Good" or "Excellent" job schedules may reflect a particularly knowledgeable and vocal job incumbent as much as an adept interviewer or a facile writer. Usually, these two ratings reflect a combination of all these factors. "Unacceptable" schedules almost always indicate a job incumbent who was malassigned, disaffected, new and uninformed about the requirements of his position, or unable to verbalize his job activities. "Unacceptable" schedules were deleted from the job analysis coverage.

Table 8. Rating of 100 Infantry and 63 Quartermaster Job Schedules

Job Schedule	Excellent	Good	Acceptable	Unacceptable
Infantry	4	39	57	(2)
Quartermaster	2	21	40	0

## OCCUPATIONAL AREA GROUPING

In addition to rating the job schedules on their representativeness and value for personnel management work, it was decided to group them into "areas" based upon the occupational similarity of one to another. The occupational areas selected are similar to those generally in use for summarizing occupational data. It should be noted that no attempt was made to group all occupational data, only that which had arisen as a result of the job analysis effort. No claim is made that these areas are suitable for other purposes than that for which they were designed. As additional job schedules were added to the areas, when the Quartermaster job analysis effort was completed and collated with the Infantry job analysis, it was necessary to revise the areas. It is anticipated that the addition of job schedules from another branch of Army officer jobs would also require modifications to the areas. The occupational areas as established--that first grouped the Infantry officer job schedules, and subsequently grouped both the Infantry and Quartermaster job schedules--are shown in Table 9. Job schedules were classified into the areas by the job schedule rater.

Table 9 shows that several changes were needed to accommodate the Quartermaster job schedules. For example, training is closely interwoven with command duties in Infantry units; however, in Quartermaster units it is not. As a consequence, training was separated from command and included with Teacher/Educator in order to not distort the homogeneity of combat command jobs. Supply jobs also had to be subdivided into Unit Supply Jobs and Logistics Jobs with the addition of the Quartermaster job schedules to accommodate a major area of Quartermaster interest. Several new areas, unique to Quartermaster, were also added.

Table 9. Occupational Areas Established to Group Infantry  
and Quartermaster Job Schedules

Areas for Infantry Job Schedules	Areas for Infantry and QM Job Schedules
Tactical Command and Training	Tactical Command
Personnel	Personnel
Intelligence	Combat Intelligence
Operations and Training	Operations and Training
Supply	Unit Supply
Teacher/Educator	Teacher/Trainer/Educator
Administrative	Administrative
Aviation	Aviation
Civil Affairs	Civil Affairs
Research and Development	Research and Development
Other	Other
	Combat Support Command and Management
	Logistics
	Personal Services

A two-way table showing the total of 163 job schedules classified into the areas is shown in Table 10.

#### OCCUPATIONAL AREA SUMMARY

A summary was prepared for each occupational area, largely for management use. Each summary consists of seven parts, and gives a broad overview of the occupational area as delineated in the accompanying job schedules.

The headings of the seven parts are as follows:

- (1) Area title and number.
- (2) Summary description of area.
- (3) Geographical or other constraints.

Table 10. Combined Infantry and Quartermaster Job Schedules  
Classified by Occupational Area<sup>a</sup>

Grade	Per- sonnel	Oper. and Train.	Unit Supply	Teacher/ Trainer/ Educator	Admin. R & D	Tacti- cal Command	Combat Intel- ligence	Avi- ation	Civil Af- airs	Other	Combat Support Command & Mgt.	Logis- tics	Pers. Ser- vices	TOTAL
COL														1
X														
LTC.	XXX 000	X XX	XX	XXX 0	X 00	XXX 00	XXX 00	XX 00	XX 00	XX 00	000 0000	0000 0	0	41
MAJOR	XXX 00	XXX 00	XXX 00	XXX 0	XXXX 0	XXXX 00	XX 00	XXX 00	XXX 00	XXXX 00000	00 00000	0000 000	000	53
CAPT.	XXX 0	X 00	X 00	XXX 00	XXXX 0000	X 0000	XXXX XXXX	XX XXXX	XX XXXX	XX XXXX	0000 0000	0000 0000	0000 000	50
LT.		X	X		X	XXXX	XXXX	X	X	X		0	00	18
TOTAL	13	8	16	13	19	12	20	6	8	8	9	14	9	163

<sup>a</sup>X = Infantry job schedule; 0 = Quartermaster job schedule.

- (4) Typical jobs by grade.
- (5) Skills, knowledges, abilities and qualifications that contribute to success in the area.
- (6) Job dimensions of the area related to career development.
- (7) Number and code of job schedules supporting the area.

Several of these headings are believed to be sufficiently innovative to require a brief word of explanation. Heading 3 attempts to show intrinsic factors about the jobs in the area that might in some way inhibit or limit career development. For example, research and development jobs tend to be located predominantly in the continental United States, personal services jobs tend to be scarce in the upper grades, aviation jobs require high physical ability throughout the life span of a career, and tactical command jobs do not have any direct civilian job counterpart.

Heading 5 shows those factors that the job incumbents rated high in contributing to success or failure in their job. They are extracted directly from the scales used in the job analysis, or taken from the comments of either the job incumbent or the job analyst concerning the jobs in the area. They tend to give the flavor of the jobs in the area without any quantification attempted. A far more extensive job sample would be needed before quantification as to reliability could be made.

Heading 6 is unique to formal job analysis. It is an attempt to give the flavor of the job incumbent's opinion concerning his job and the area in which his job is classified. Actual quotes from what the job holders said about their jobs, or the occupation in general, are extracted and listed. An attempt was made to list either representative opinion or



particularly well-expressed opinion. Additional efforts in the field of job dimensions are needed in order to organize and systematize job dimensions as a factor contributing toward satisfaction or dissatisfaction with working in an occupational area. It appears, however, to be a promising field for further exploration and quantification.

A summary for the occupational area "Personnel Jobs" is given in Appendix E.

## CONCLUSIONS

In view of the findings and observations made in this report, the following conclusions seem warranted.

1. Job analysis is the process that is used to gather basic source material for almost all personnel and training programs. However, the same job analysis is usually not suitable or adequate for the purposes of more than one program. As Fleishman (25) aptly puts it, "No two task analyses are ever quite the same, no two systems ever have identical job requirements." In some cases, it is possible to employ job analyses for more than one purpose or program, provided the programs are closely related, such as job classification and job evaluation. The use of multi-purpose job analysis to serve the aims of such disparate programs as career development and training course curricula design seems clearly out of the question.

2. The requirements for job data to support curricula construction are extensive. Even if one were to weed out some of the least important tasks during the job analysis phase, the required volume of material is far in excess of that needed for personnel management programs.

3. Many training courses are not occupational in nature, but are intended to develop more generalized abilities in the students. These generalized ability requirements are not directly elicited in job analysis programs.

4. The design of a specific method and format of observation-interview job analysis for use in Army officer counseling and related personnel management activities is feasible and desirable. In order to be

fully useful, such a system must elicit job similarities and job dimensions that are not necessarily related to occupational duty performance.

5. The occupational areas that are used to group job analysis schedules and, subsequently, to group "duty modules" prepared from the job analyses comprise a useful and flexible grouping system that can be modified as additional data are added to the base.

6. The isolation and definition of job dimensions appear to warrant further exploration and quantification.

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APPENDIX A

IDENTIFICATION INFORMATION

Please fill in the identification information requested below for each officer interviewed. The information will be used for research purposes only and will not become a part of any personnel or official file.

1. Name: . . . ~~XXXXXXXXXX~~ . . . . .
2. Grade: . . . CAPTAIN . . . . .
3. Branch: . . . Q. M. C. . . . .
4. Unit Identification: ~~Headquarters & Branch~~ <sup>DIV MATERIEL MGT CENTER</sup> DISCOM, 101ST ABN DIV . . . . .
5. Station: FORT CAMPBELL, KENTUCKY . . . . . Zip Code 42223 . . . . .
6. Position Title: DIVISION POL OFFICER . . . . . Grade CAPTAIN . . . . .
7. Office Telephone: Area Code 502 . . . . . Phone Number 798-4162 . . . . . Extension . . . . .
8. What is your primary MOS: 4960 - Petroleum Supply Officer . . . . .
9. What is your duty MOS: . 4960 - Petroleum Supply Officer . . . . .
10. Total years active commissioned service: . . . 8 1/2 years . . . . .
11. Total number of months in present position: . 7 months . . . . .
12. Date of interview: . . . 3/20/73 . . . . .
13. Name of analyst: . . . J. B. CONMY, JR. . . . .

Signature of Analyst

*J. B. Conmy Jr.*

Initials of Reviewer: *N.J.H.*

Job Schedule Number 30 - 4

\* Please see orgn Chart on page 8.

## OFFICER'S ACTIVITIES AND RESPONSIBILITIES

1. Accounts daily for all POL consumed by the 101st Airborne Division. This includes motor gas (MOGAS), diesel fuel and jet fuel (JP-4) for nine separate units in the division. The detailed procedure he follows, which accounts for 70% of his day, is as follows:
  - a. Directs that the fuel content in 12 tankers and 2 service stations (3 underground tanks each) be measured and the figures phoned to him for recording on Fort Campbell Form 875 (Incl 1) as the day's starting figure.
  - b. Directs that each issue made be entered on DA Form 3643 (Incl 2) listing vehicle USA number, bumper number, type and amount of fuel, and organization, name and grade of individual picking up fuel.
  - c. Assigns pickup authority via DA Form 2765-1 document numbers to units for bulk issues of fuel and amounts issued are recorded in the property book.
  - d. Directs that all tanks be remeasured at the close of each day and figures be recorded on Fort Campbell Form 875 (Incl 1).
  - e. Signs requisitions to U.S. Air Force for JP-4 (jet fuel) and to Fort Campbell Post for MOGAS and Diesel to top tanks off for next day.
  - f. Requires delivery of all Forms 875, 3643 and 2765-1 to Division Petroleum Office at close of day.
  - g. Adds up all issues by product as listed on DA Form 3643's.
  - h. Adds up all receipts for day of JP-4 from Air Force and MOGAS and Diesel from Post.
  - i. Accounts for fuel consumed each day by adding receipts to starting figures listed on Fort Campbell Forms 875 and subtracting total issues recorded on DA Forms 3643's. The figure should equal the close of day measurement recorded on the Form 875.
  - j. Records daily issues by product on DA Form 3644.
  - k. Measures in person on last working day of each month every tanker and station. Takes opening measurement for first working day of the month recorded on Form 875, adds receipts for the month, subtracts issues for the month and final figure should equal end of month readings he personally measured.
  - l. Completes DA Form 444 (Incl 3) using results of procedure in paragraph k above. One percent tolerance between final book balance and actual balance in case of MOGAS and  $\frac{1}{2}$  of one percent tolerance for Diesel (JP-4) is authorized.
  - m. Forwards completed DA Form 444 to C.O., DISCOM for approval. Property book is then altered by approved differences per type of fuel which gives starting figure for the next month.

2. Resolves questions on fuel procedures from Division G-4, Bn C.O.'s and S-4s and other interested parties, for 20% of his day. Type questions include:
  - a. Support procedures in the field
  - b. Procedure to switch tanker from MOGAS to Diesel.
  - c. Equipment required to establish a Rapid Refueling Point.
3. Advises Supply and Service Bn, organic to DISCOM, reference establishment, placement and operation of POL facilities in the field. Final plans of the battalion are approved by DISCOM C.O. upon the advice of the Division Petroleum Officer.
4. Coordinates outside the 101st Airborne Division with the Air Force for the acquisition of JP-4 (jet fuel) and with the Fort Campbell Post Installation Supply Office for the acquisition of MOGAS and Diesel fuel.
5. Briefs the Division Commanding General, the DISCOM Commanding Officer and the Division Staff on all aspects of POL logistics.
6. Serves as Commanding General's representative in his housing sub-area insuring adherence to Post Regulations governing appearance, pets, etc. and acts as sounding board for tenant complaints and suggestions.



# OFFICER JOB QUALIFICATIONS

## A. EDUCATION

### 1. Civilian

High school	2 yrs col.	B.A.	M.A.	PHD.	.. ( )
		X			

REQUIRED

DESIRABLE

### 2. MILITARY

Basic	Adv Br	C&GS AFSC	SSC	Other	.. ( X )
	X				( )

## B. SPECIAL SKILLS

### 1. Language

Specify	Fluency	.. ( )	( )

### 2. Prefix digit skills

Psy Ops	. . . . .	( )	( )
Tech Intel	. . . . .	( )	( )
Sp. Forces	. . . . .	( )	( )
RDT & E	. . . . .	( )	( )
Aviator	Type	( )	( )
Airborne	. . . . .	( )	( X ) *
Instructor	. . . . .	( )	( )
ADP	. . . . .	( )	( )
Electronic Warfare	. . . . .	( )	( )
Foreign Area Specialist	Area	( )	( )
Advisor	. . . . .	( )	( )
OR/SA	. . . . .	( )	( )
Avionics	. . . . .	( )	( )
Military Assistance	. . . . .	( )	( )
Flight Examiner	Type	( )	( )
Race relations	. . . . .	( )	( )
Ranger	. . . . .	( )	( )
Ranger/Parachutist	. . . . .	( )	( )
Other	Specify	( )	( )

\*This is not an airborne slot but, from the prestige standpoint in an airborne division, it is desirable that the incumbent be airborne qualified.

# OFFICER JOB QUALIFICATIONS

## C. PHYSICAL

<u>PHYSICAL</u>							REQUIRED	DESIRABLE		
1.	Appearance & bearing (Describe below)* . . . . .						( X )	( )		
2.	Age	Minimum		Maximum		. . . . .	( )	( )		
3.	Ethnic	Specify					. . . . .	( )	( )	
4.	PULHES	P	U	L	H	E	S	....	( )	( X )
		1	1	1	1	1	1			

## D. Job Experience and Training

1. Troop Duty	Previous experience as Pvt. Ldr. & Co C.O. in S&S Bn.	( )	( X )		
2. Staff Duty	<table border="1"><tr><td>Level S&amp;S Bn.</td></tr><tr><td>S-3</td></tr></table>	Level S&S Bn.	S-3	( )	( X )
Level S&S Bn.					
S-3					
3. MOS Prerequisite	<table border="1"><tr><td>Specify 4960</td></tr><tr><td>Pet. Sup. O.</td></tr></table>	Specify 4960	Pet. Sup. O.	( X )	( )
Specify 4960					
Pet. Sup. O.					
4. Occupational Training	<table border="1"><tr><td>Specify</td></tr><tr><td></td></tr></table>	Specify		( X )	( )
Specify					
Pet. Sup. O. Crse. at Q.M. School, Ft. Lee, Virginia					

## E. Status

1. Commission	**	<table><tr><td>Source</td></tr><tr><td></td></tr></table>	Source		<table><tr><td>Category</td></tr><tr><td>RA</td></tr></table>	Category	RA	.	.	(	)	(	X	)
Source														
Category														
RA														
2. Branch		<table><tr><td>Branch</td></tr><tr><td>QMC</td></tr></table>	Branch	QMC	.	.	.	.	(	X	)	(	)	
Branch														
QMC														
3. Grade		<table><tr><td>Specify</td></tr><tr><td>Cpt.</td></tr></table>	Specify	Cpt.	.	.	.	.	(	X	)	(	)	
Specify														
Cpt.														
4. Marital Status	***	<table><tr><td>Specify</td></tr><tr><td>Married</td></tr></table>	Specify	Married	.	.	.	.	(	)	(	X	)	
Specify														
Married														

\* As a Commissioned Officer in a highly responsible staff position with a multitude of interservice and civilian contacts it is imperative that the incumbent have above average appearance and military bearing.

\*\* The incumbent brought extensive experience into the position. He had 8 years enlisted service in the POL field before receiving a direct commission.

\*\*\* Being married is an advantage from the standpoint of participation in unit and post activities on the distaff side plus an understanding by the incumbent of personal problems of his married personnel.

## OFFICER JOB QUALIFICATIONS

### F. Limits of Responsibility

1. Grade:

Position	Incumbent	Supervisor
Cpt.	Cpt.	Major

\*

2. Echelon of Unit: (Check below or judge equivalency if required)

Co	Bn	Bde	Corps	Army	Maj Cmd	Da Staff	Joint Staff
		X					

3. Number of Persons Directly Supervised: \*\*

0-1	2-4	5-9	10-20	21+
	X			

4. Financial or Fiscal: (Tangible Property) \*\*\*

NONE	\$1-1,000	\$1,000-50,000	50,000-\$1,000,000	\$1,000,000+
			X	

5. Disciplinary Authority UCMJ

NONE	AW-15	SPECIAL COURT
X		

6. Promotions and Reductions:

NONE	E-1 to E-3	E-4 & E-5	E-6 & E-7
X			

7. Signatory Authority:

NONE	SIGNS FOR	SIGNS AS
		X

\*\*\*\*

8. Other: (Describe)

\*Supervisor is the Director of the Division Materiel Management Center.

\*\*Personnel directly supervised are 1 E-7, 1 E-6, 1 E-4, and 1 E-2.

\*\*\*Is Accountable Officer for Division POL which daily inventory averages 350,000 gallons of JP-4 (jet fuel) at .11¢ per gal; 40,000 gallons of motor gas at .17¢ per gal; and 40,000 gallons of diesel fuel at .11¢ per gal.

\*\*\*\*Signs as Accountable Officer on all inventory adjustment documents at end of month. Signs all requisitions for POL.

## OFFICER JOB QUALIFICATIONS

### G. Mental Skills

#### 1. Written Expression:

Field Messages	Orders & Reports	SOP'S	Staff Studies

Situation Estimates	*
X	

#### 2. Oral Expression:

\*\*

Orders & Reports	Peer Conferences	Formal Briefing	Lectures
		X	

#### 3. Mathematical Logic:

Whole Numbers	Fractions	Geometry	Trig or Statistics
	X		

Theoretical Equations

#### 4. Problem Solving:

Routine Scheduling	Improvisations	Trouble Shooting

Analysis & Synthesis	***
X	

#### 5. Social Contacts:

\*\*\*\*

\*\*\*\*\*

Intraservice	Interservice	Civilian	Diplomatic
		X	

\*Provides input on POL for Division Staff estimates.

\*\*Briefs the Division C.G. and the DISCOM C.O. frequently on POL matters.

\*\*\*Provides input on POL to Division Staff papers.

\*\*\*\*Air Force provides all JP-4 (jet fuel) used by the Division by means of a cross service agreement requiring continual liaison with Air Force by the incumbent.

\*\*\*\*\*Civilian contacts are:

- 1) Mobility, Equipment, Research & Development Center at Ft. Belvoir, Virginia reference construction of airmobile lab for testing POL plus Bluegrass Army Depot, Kentucky on same project.
- 2) Army Materiel Command Commodity Control Office in St. Louis, Missouri reference equipment for POL systems.
- 3) Fort Campbell POL office, staffed by civilians, provides Division Motor Gas and Diesel fuel by direct contact with incumbent.

OFFICER CAREER DEVELOPMENT FACTORS

- A. What factors in your current assignment do you believe will be beneficial to your career development?

Opportunities to serve with a division in a POL capacity are few in number and the officer feels most fortunate to have this assignment. He now believes he will have a far better understanding of the man in the field and his problems and will be able to provide him better support in all future assignments.

- B. What new skills were developed, or what skills that you already possessed were considerably enhanced, by performance in your current position?

Comprehension of the problems of the Infantryman in the field which will better qualify incumbent to render support in future assignments.

- C. What new job interests were developed, or what old job interests that you already possessed were considerably enhanced, by performance in your current position?

Has had long standing interest in the POL field but has been primarily concerned with Army requirements but has touched briefly in Joint Staff work and is keenly interested in pursuing this facet of the POL business in the future.

OFFICER CAREER DEVELOPMENT FACTORS

D. What job experience would you recommend your replacement have before entering the job?

- 1) Petroleum Supply Officer (MOS 4960) at platoon level.
- 2) Property book experience in a position which entails accountability for POL.

E. Is there any part of your current job that you find more satisfying than another part; if so, what part?

- 1) Having the expertise in the POL field required to field any and all questions on the subject.
- 2) Accuracy and perfection required in POL control to bring about proper accountability balances on a consistent basis.

F. (1) From a career development standpoint what job would you consider to be most desirable for your next assignment?

Joint Staff duty at Defense Supply Headquarters in Washington, D. C. or in an equally responsible joint staff POL position in Germany.

(2) What job would you consider to be least desirable for your next assignment? Battalion level position in receipt, storage and packing of POL which he has already accomplished.

(3) What factors entered into your decision in replying to (1) and (2) above?

- a) Career progression
- b) Desire to increase expertise by getting into the Joint Staff arena.

## OFFICER CAREER DEVELOPMENT FACTORS

G. What factors in this position are critical to successful performance of the job?

(1) Critical duties:

Exact accountability for the Division POL consumption.

(2) Critical skills and knowledges:

a) Knowledge of Property Book management.

b) Knowledge of the hazards of handling and using POL.

(3) Critical qualifications:

Petroleum Supply Officer MOS 4960 is mandatory.

H. General comments of the incumbent:

The officer considers his position of great importance to the Division and believes his superiors feel the same way plus recognize the great responsibility he carries in being accountable officer for POL. He would encourage others who specialize in POL to take the assignment as he believes it is a phase in POL career development that is highly beneficial as you really get to know the user and his problems and can better support him as a result.

What contacts, if any, have you had with Quartermaster Branch, OPO?

Annually

When is the last time that you reviewed your career file?

About a year ago - Reviews annually if possible.

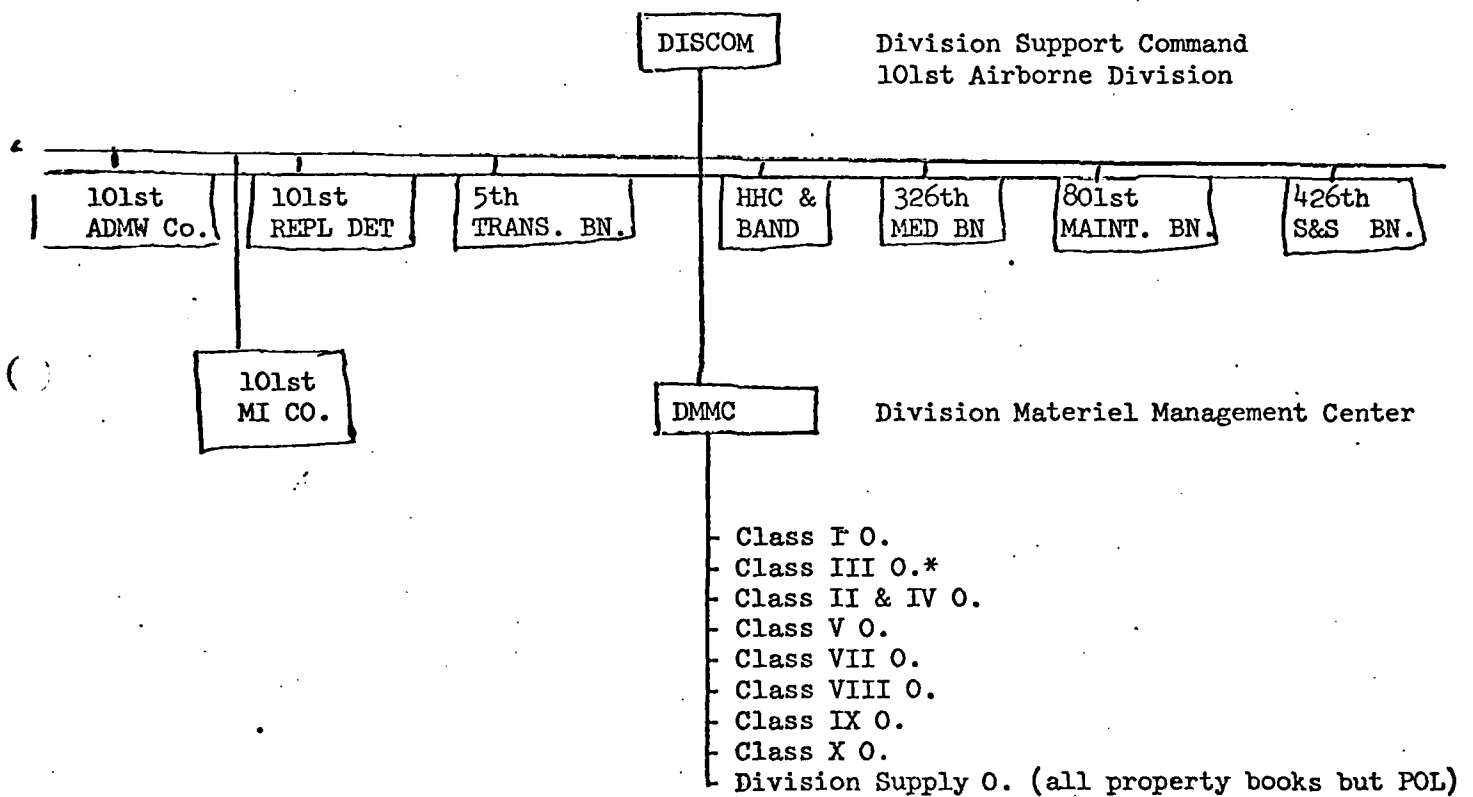
Do you regularly receive the QM Branch Newsletter?

Yes

## OFFICER CAREER DEVELOPMENT FACTORS

### I. Comments of the analyst:

I concur that this position is most important to the Division. The Division cannot be mobile without adequate and timely supply of petroleum products and the 101st Airborne Division is most fortunate to have such a highly motivated officer who is so well informed in this special field.



\*Position considered in this report.



# BULK PETROLEUM STORAGE AND ISSUE RECORD

1	2	3	4	5	6	7	8	9	Unit
Type Product	Station (Bldg No.)	Tank No.	Stick Reading (Inches)	Tank Water (Inches)	Temp	Amt w/o Conversion (Gallons)	Conversion Factor (Note No 1)	Amt after Conversion (Gallons)	
10	Product								Type
11	Total Amt w/o Converts (Column 7)								Product
12	Book Balance (Note No. 2)								Total Amt w/o Converts (Column 7)
13	Total Amt After Converts (Column 9)								Book Balance (Note No. 2)
14	Loss or Gain (Difference of 12, 13)								Total Amt After Converts (Column 9)
15	Opening Meter Reading								Loss or Gain (Difference of 12, 13)
16	Meter Reading Closing								Opening Meter Reading
17	Meter Issues (Line 16-15) (If Applicable)								Meter Reading Closing
18	DA 3643 or Other Issues								Meter Issues (Line 16-15) (If Applicable)
19	Difference Minus/Plus								DA 3643 or Other Issues
	Diff of 17, 18								Difference Minus/Plus

## NOTES

1. Refer to Table 8, appendix 3, FM 10- conversion.
2. DA Form 3328. Balance minus all 1: DA Form 3644

WC Form 875  
- Jan 73

## NO. OF PAGES

For use of this form, see AR 711-16 and AR 735-35; proponent agency is ODCSLOG.

DA FORM 1 OCT 70

3643

REPLACES DA FORM 10-118, 1 AUG 61, WHICH IS OBSOLETE.

# INVENTORY ADJUSTMENT REPORT

(AR 711-16)

STATION		DATE PREPARED		PAGE NO.		NUMBER OF PAGES	
SUPPLY BRANCH		PROPERTY CLASS		CLASS CODE		OWNERSHIP	
CONDITION		REPEAT NO.		UNIT		STANDARD PRICE	
ITEM NUMBER	STOCK OR PART NUMBER	NOMENCLATURE	UNIT	RECORDED QUANTITY	INVENTORY QUANTITY	ADJUSTMENT QUANTITY OVER	ADJUSTMENT QUANTITY SHORT
						ADJUSTMENT AMOUNTS	
						DEBIT	CREDIT
I CERTIFY THAT THE ABOVE INVENTORY ADJUSTMENTS ARE NECESSITATED BY DIFFERENCES BETWEEN THE BALANCES AS RECORDED ON THE STOCK CARDS AND THE BALANCES COUNTED ON THE PHYSICAL INVENTORY MADE ON _____		ACCOUNTABLE OFFICER	DATE APPROVED	DIRECTOR OF SUPPLY AND MAINTENANCE (Show proper title of approving authority)			
LOCATION OF COUNT SLIPS DISCLOSING ABOVE DISCREPANCIES		NAME	PLACE	VOUCHER NO.		ACCT. TRANS. CODE	

DA FORM 444

1 AUG 54 PREVIOUS EDITIONS OF THIS FORM ARE OBSOLETE.

☆ U. S. GOVERNMENT PRINTING OFFICE: 1944-O-301369

Encl 3

# APPENDIX B

## IDENTIFICATION INFORMATION

Project 38300  
File nos 4960

Please fill in the identification information requested below for each officer interviewed. The information will be used for research purposes only and will not become a part of any personnel or official file.

1. Name: . . . ~~XXXXXXXXXX~~ . . . . .
2. Grade: . . . 1st LIEUTENANT . . . . .
3. Branch: . . . \*Q.M.C. . . . .
4. Unit Identification: \*\* Co A, 426th S & S Bn, 101st Airborne Division . . . . .
5. Station: . . . Fort Campbell, Kentucky . . . Zip Code 42223 . . . . .
6. Position Title: Platoon Leader and Petroleum Supply Officer . . . Grade 1st Lieutenant . . . . .
7. Office Telephone: Area Code 502 . . . Phone Number 798-5925 or 3518 Extension . . . . .
8. What is your primary MOS: 4200 - Supply & Service Officer . . . . .
9. What is your duty MOS: . 4960 - Petroleum Supply Officer . . . . .
10. Total years active commissioned service: 3 years . . . . .
11. Total number of months in present position: 6 months . . . . .
12. Date of interview: . . . 3/21/73 . . . . .
13. Name of analyst: . . . . .

Signature of Analyst

*[Handwritten Signature]*

Initials of Reviewer:..

N.J.H.

Job Schedule Number 30 - 6

\*Transferred from Infantry to Q.M.C. six months ago to develop a specific skill.

\*\*Please see page 8 for organization chart.

## OFFICER'S ACTIVITIES AND RESPONSIBILITIES

As explained in the organization chart on page 8, the company in which this position exists is organized into three platoons in garrison and four platoons in the field. Thus the duties allied with the position will be cited in these two categories. In each instance the position is that of a platoon leader.

### Garrison

1. Supervises maintenance of equipment held in storage for field exercises. This equipment consists of:
  - a. Four pumping stations each with pump, 3,000 feet of varied size hose ( $1\frac{1}{2}$  to 4 inches), coupling hardware and valves. A periodic preventive maintenance schedule is followed which includes lubrication of and check of fluid levels in the pump engines and examination of all parts for corrosion.
  - b. Two 50,000 gallon polyethylene bags each of which measures 26' x 65'. Principal problem with this size bag is draining and storage. A crane is required to assist in manipulation of the bag. Solution to problems involved with total drainage after use are being studied by the Q.M. School. After use bag must be drained, flushed with a mild soap solution and dried.
  - c. Twelve 10,000 gallon bags are authorized not yet on hand. These are for use at forward POL Supply points and are much easier handled ~~through~~ the 50,000 gallon bag.
2. Supervises the operation of two on-post service stations which provide MOGAS for all government vehicles on post at the rate of 4,000 gallons per day. Included is maintenance of the system, housekeeping and safety.
3. Plans and conducts POL related training with assistance of non-commissioned officers in the platoon.
4. Supervises the drawing and issue every other day of Class I (rations) supplies for fifteen (15) consolidated messes in the division. The procedure is:
  - a. Draws ~~draws~~ rations from Post Commissary Officer based on ration requests submitted by Mess Sergeants.
  - b. Loads ~~loads~~ on three (3) vans, one each for produce, dry storage and meat. Milk and bread are handled separately by concession.
  - c. Delivers ~~breaks down~~ and issues ~~issues~~ load per ration request at the 15 separate messes. Controls the issue through an NCO on each van. No differences are authorized.
5. Serves as company Drug and Alcohol Education specialist which entails presentation of two (2) classes per month on the subject.

6. Serves as company Security Manager insuring through periodic inspections and classes that equipment and documents are properly safeguarded in accordance with current regulations.
7. Serves as company Athletic and Recreation Officer organizing teams and leagues as necessary.
8. Serves as company Historian submitting quarterly update to unit history to Battalion Headquarters.
9. Serves as Battalion Fire Marshal inspecting and monitoring performance of company fire marshals in accordance with current regulations.

Field

1. Supervises maintenance of same equipment cited in paragraph 1 of Garrison duties while equipment is in operation rather than storage.
2. Conducts reconnaissance and submits recommendations through Bn S-3 to DISCOM for utilization and placement of POL equipment in the field.
3. Supervises loading, air and/or motorized lift, unloading and layout of POL equipment in the field.
4. Supervises issue and resupply of JP-4 (jet fuel), MOGAS and Diesel fuels to division aircraft and ground vehicles in the field.
5. Plans on a continuing basis and supervises the move of POL issue points and allied equipment in keeping with the tactical situation.

# OFFICER JOB QUALIFICATIONS

## A. EDUCATION

### 1. Civilian

High school	2 yrs col.	B.A.	M.A.	PHD.
	X			

REQUIRED

DESIRABLE

. . . ( )

( X )

### 2. MILITARY

Basic	Adv Br	C&GS AFSC	SSC	Other
				X

. . . . . ( )

( X )

Technical training  
in POL

## B. SPECIAL SKILLS

### 1. Language

Specify	Fluency

. . . . . ( )

( )

### 2. Prefix digit skills

Psy Ops . . . . .																		( )	( )
Tech Intel . . . . .																		( )	( )
Sp. Forces . . . . .																		( )	( )
RDT & E . . . . .																		( )	( )
Aviator																		( )	( )
Airborne . . . . .																		( X )	*
Instructor . . . . .																		( )	( )
ADP . . . . .																		( )	( )
Electronic Warfare . . . . .																		( )	( )
Foreign Area Specialist																		( )	( )
Advisor . . . . .																		( )	( )
OR/SA . . . . .																		( )	( )
Avionics . . . . .																		( )	( )
Military Assistance . . . . .																		( )	( )
Flight Examiner																		( )	( )
Race relations . . . . .																		( )	( )
Ranger . . . . .																		( )	( )
Ranger/Parachutist . . . . .																		( )	( )
Other																		( )	( )

\*Although not an airborne slot, it is desirable from a prestige standpoint for an officer in an airborne division to be airborne qualified.

# OFFICER JOB QUALIFICATIONS

## C. PHYSICAL

REQUIRED DESIRABLE

1. Appearance & bearing (Describe below) . . . . . ( ) ( X ) \*

2. Age 

Minimum	Maximum

 . . . . . ( ) ( )

3. Ethnic 

Specify

 . . . . . ( ) ( )

4. PULHES 

P	U	L	H	E	S
1	1	1	1	1	1

 .... ( ) ( X )

## D. Job Experience and Training

1. Troop Duty . Platoon Leader . . . . . ( ) ( X )

2. Staff Duty 

Level

 . . . . . ( ) ( )

3. MOS Prerequisite 

Specify
4960

 Petroleum Supply Officer ( ) ( X )

4. Occupational Training  
Petroleum Supply O's  
Course at Fort Lee, Va. 

Specify

 . . . . . ( ) ( X )

## E. Status

1. Commission 

Source

Category
RA

 . . . . . ( ) ( X )

2. Branch 

Branch
QMC

 . . . . . ( X ) ( )

3. Grade 

Specify
1st Lt.

 . . . . . ( ) ( X )

4. Marital Status 

Specify

 . . . . . ( ) ( )

\*It is desirable that any officer in a command position have above average appearance and military bearing.



## OFFICER JOB QUALIFICATIONS

### F. Limits of Responsibility

1. Grade:

Position	Incumbent	Supervisor
1st Lt.	1st Lt.	Captain

2. Echelon of Unit: (Check below or judge equivalency if required)

Co	Bn	Bde	Corps	Army	Maj Cmd	Da Staff	Joint Staff
X							

3. Number of Persons Directly Supervised:

0-1	2-4	5-9	10-20	21+
	X			

4. Financial or Fiscal: (Tangible Property)

NONE	\$1-1,000	\$1,000-50,000	50,000-\$1,000,000	\$1,000,000+
			X	

5. Disciplinary Authority UCMJ

Petroleum oriented equipment

NONE	AW-15	SPECIAL COURT
X		

6. Promotions and Reductions:

NONE	E-1 to E-3	E-4 & E-5	E-6 & E-7
X			

7. Signatory Authority:

NONE	SIGNS FOR	SIGNS AS
X		

8. Other: (Describe)

## OFFICER JOB QUALIFICATIONS

### G. Mental Skills

#### 1. Written Expression:

Field Messages	Orders & Reports	SOP'S	Staff Studies

Situation Estimates

#### 2. Oral Expression:

Orders & Reports	Peer Conferences	Formal Briefing	Lectures

#### 3. Mathematical Logic:

Whole Numbers	Fractions	Geometry	Trig or Statistics
	X		

Theoretical Equations

#### 4. Problem Solving:

Routine Scheduling	Improvisations	Trouble Shooting
		X

Analysis & Synthesis

#### 5. Social Contacts:

\*

Intraservice	Interservice	Civilian	Diplomatic
	X		

\*Low level coordination with Air Force reference supply of jet fuel to Avn elements of the Division.

OFFICER CAREER DEVELOPMENT FACTORS

A. What factors in your current assignment do you believe will be beneficial to your career development?

1) Commanding a platoon.

2) Learning the basics of the POL business will assist in higher level positions.

B. What new skills were developed, or what skills that you already possessed were considerably enhanced, by performance in your current position?

Have learned the basic fundamentals of the POL.

C. What new job interests were developed, or what old job interests that you already possessed were considerably enhanced, by performance in your current position?

Continuing assignments in the POL field.

OFFICER CAREER DEVELOPMENT FACTORS

D. What job experience would you recommend your replacement have before entering the job?

- 1) Platoon leader in any branch.
- 2) Petroleum supply Officers Course at QMC School.

E. Is there any part of your current job that you find more satisfying than another part; if so, what part?

Duty in the field.

F. (1) From a career development standpoint what job would you consider to be most desirable for your next assignment?

C.O. of a Petroleum Company at Corps level and above.

(2) What job would you consider to be least desirable for your next assignment?

Non branch oriented assignment

(3) What factors entered into your decision in replying to (1) and (2) above?

- 1) Career development.
- 2) Desire to retain and improve expertise in POL.

## OFFICER CAREER DEVELOPMENT FACTORS

G. What factors in this position are critical to successful performance of the job?

(1) Critical duties:

- a. Management of personnel and equipment assets.
- b. Maintenance of equipment to provide efficient and continuous service.

(2) Critical skills and knowledges:

Ability to organize personnel to get the mission accomplished.

(3) Critical qualifications:

Qualified as a petroleum supply officer by virtue of schooling and experience.

H. General comments of the incumbent:

Incumbent considers his position important and believes his superiors feel the same way. Being realistic they recognize that an airborne/airmobile division will be in trouble without efficient POL support as they just won't fly without it. The importance of his work was visibly demonstrated in the field during a Field Training Exercise in February 1973 and his performance was commended in writing by the Division C.G. Incumbent feels this field training was a great asset to him as he came into the POL field from the Infantry only six months earlier and he had to really hustle to stay ahead of the power curve.

What contacts, if any, have you had with Quartermaster Branch, OPO?

Very fine relationship - visited in July 1973 and received good personal attention.

When is the last time that you reviewed your career file?

Has not reviewed to date but will in the future.

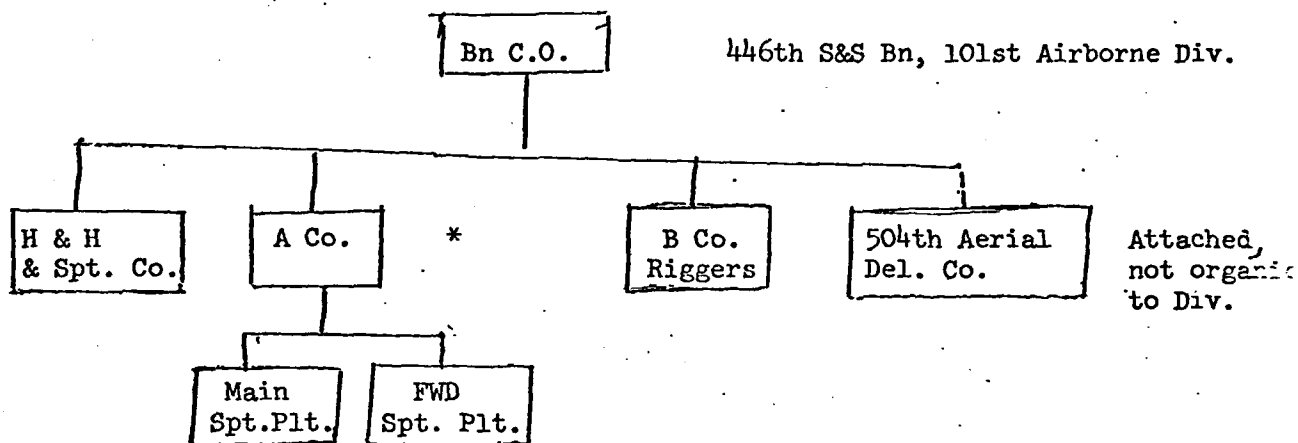
Do you regularly receive the QM Branch Newsletter?

Yes

## OFFICER CAREER DEVELOPMENT FACTORS

### I. Comments of the analyst:

There is no question that this position is vital to an airborne/airmobile division. As previously stated the division must have adequate and specific fuels to move. This officer and his platoon are the only true operators in the POL field in the division. The incumbent is highly motivated and most enthusiastic about his work as he most visibly demonstrated during the interview and was later confirmed during an interview with his battalion C.O.



\*Incumbents position is in this company. The organization chart for the Company as shown is as organized for field duty. In this organization he commands the main Spt. Platoon. In garrison the Company is organized into three platoons broken down as follows:

1st Platoon - Classes I & III (incumbent) \*\*  
2nd Platoon - Classes II & IV & VII  
3rd Platoon - Class V

\*\*Position considered in this report.

# APPENDIX C

## INFANTRY OFFICER POSITION COVERAGE

MOS	Position Title	Lt.	Cpt	Maj	LTC
1542	Inf Unit Commander	(X)	(X)	(X)	x
1560	Mech Inf Unit Commander	x	(X)	x	(X)
2010	C of S/Asst C of S				x
2110	Adjutant	x	(X)	(X)	
2120	Admin Officer	x	(X)	x	
2162	Opns & Tng Staff Off (G-3, S-3)		x	(X)	(X)
2163	Air Oprns Off (S-3 Air)	x	(X)	(X)	x
2260	Personnel Staff Off (S-1, G-1)	x	(X)	(X)	(X)
2517	Professor Military Science		(X)	(X)	(X)
2900	Hq Unit Commander	x	(X)	(X)	(X)
4010	Supply Staff Off (S-4, G-4)	(X)	(X)	(X)	x
8105	Civil Affairs Staff Off (S-5, G-5)	(X)	(X)	(X)	(X)
9301	Combat Intelligence Staff Off (G-2, S-2)	x	(X)	x	(X)
2011	Secty Genl Staff (SGS)		x	(X)	x
2030	Aide de Camp	(X)	(X)	x	
2167	R&D Off	x		(X)	(X)
2042	Tech & Tactical Board Member (See MOS 2040)			x	x
2136	Non-Tactical Unit Officer	(X)	(X)	x	(X)
2210	Personnel Mgmt Off		x	(X)	(X)
0600	Battalion Motor Officer	x	(X)		
2310	Recruiting & Induction Off	x	(X)	(X)	(X)
2421	Military Historian			(X)	(X)
2520	Training Officer	x	(X)	x	(X)
2610	Management Analyst			x	(X)
2622	Training Center Unit Off	(X)	(X)	x	x
2625	Logistics Off			(X)	(X)
2715	Military Leadership Instructor	x	(X)	(X)	x
2920	Civil Affairs Unit Commander			x	
2180	Civil Affairs Oprns Staff Off		(X)	(X)	(X)
8104	Civil Govt Off	x	x	x	x
9300	Military Intelligence Off		x	(X)	(X)
9303	Army Attache			(X)	(X)
9305	Psy Warfare Off	(X)	(X)	(X)	x
9310	Inspector General			(X)	(X)
2402	ADP Officer	x	x	(X)	x
2510	Reserve Components Senior Advisor			(X)	(X)
1980	Fixed Wing Aviator	x	(X)	(X)	x
1981	Rotary Wing Aviator	x	(X)		
1982	Airfield Commander			(X)	x
1987	Composite Avn Unit Commander		x	(X)	(X)
2518	Aviation Staff Officer	x	x	(X)	(X)
2800	Comptroller		x	(X)	x
2040	Service Test Off		(X)	(X)	x
8700	OR/SA Off		(X)	(X)	(X)
4823	Aircraft Maint Off		(X)	x	x
7423	Aviation Safety Off		(X)	(X)	
1542	Brigade Commander				(X)

# APPENDIX D

## QUARTERMASTER OFFICER POSITION COVERAGE

<u>MOS</u>	<u>Position Title</u>	<u>Lt.</u>	<u>Cpt</u>	<u>Maj</u>	<u>LTC</u>
2010	Chief of Staff/Exec Officer				(X)
2019	Dep Dir, Installation Services			(X)	
2025	Dir, Procurement Directorate			x	(X)
	Ch, Svs Div, Log Directorate		x		
2030	Aide de Camp	(X)	(X)		
2040	Service Test Officer		x	x	(X)
2110	Adjutant		(X)		
2120	Admin Officer	x	x	(X)	
2136	Non-Tactical Unit Officer (also Prefix 7)	x	(X)		x
2162	Opns/Tng Off (S-3, G-3)		x	(X)	x
2167	R&D Coordinator			(X)	(X)
2210	Pers Mgmt Off		(X)	x	(X)
2260	Pers Staff Off (S-1, G-1)			x	(X)
2401	ADP Off			x	
2402	ADP Staff Officer	x	(X)	x	(X)
2430	Memorial Activities Off	x	(X)		(X)
2520	Training Off	x	(X)	(X)	(X)
2610	Management Analyst		(X)		x
2615	Org & Equip Planning Off			x	x
2622	Tng Center Unit Off		x	x	x
2624	Army Advisor (Logistical Commander)				(X)
2625	Logistics Officer	x	(X)	(X)	(X)
2900	Hq Unit Commander		(X)	x	x
4010	Supply Staff Off (S-4, G-4)	x	(X)	x	(X)
4112	Open Mess Secretary	(X)	(X)	(X)	
4114	Food Advisor	(X)	(X)	(X)	x
4130	Subsistence Off		(X)	x	(X)
4200	Supply and Service Off	x	(X)	(X)	(X)
4210	Army Exchange Off		x		
4223	Commissary Off	x	x	(X)	
4319	Procurement and Production Control Off		x	x	
4320	Procurement Off	x	x	x	(X)
4445	Storage Off		x	(X)	(X)
4600	Property Disposal Off		x		(X)
4820	Parachute Maint & Aerial Supply Off	(X)	(X)	(X)	
4830	Laundry & Bath Off	(X)			
4960	Petroleum Supply Off	(X)	(X)	x	x



## APPENDIX E

### MILITARY JOBS INFANTRY OFFICERS FILL

#### By Occupational Sub-Area

#### I. Occupational Sub-Area 2:-

#### PERSONNEL JOBS

#### II. Summary Description of Sub-Area.

The Personnel field is often described as having seven major functions, and as an Infantry Officer filling a personnel job, you could find yourself engaged in any or all seven of the major areas. These seven major functions are

1. Procurement
2. Selection
3. Classification and Assignment
4. Utilization
5. Manpower Control
6. Pay and Promotion
7. Personnel Administration

Procurement refers to the process of bringing new personnel into the Army. It includes recruiting and the process of screening and inducting draftees and other accessions to the Army. Procurement is a vital function to any large organization, and will be particularly important in the new all volunteer Army.

Selection is a function that goes on at all levels and in all units of the Army. It involves the selection of one or more persons to meet a set of standards, and their selection results in a change of status for them. This may be a nomination to attend a school course, a change of assignment, a promotion, a detail, a separation, or any of the other many personnel actions. Usually selection is a joint process involving the commander and the personnel officer.

Classification and Assignment is an extensive function of Personnel and includes many well known subordinate functions. Among these are intelligence and aptitude testing, MOS classification and reclassification, assignment and reassignment, occupational analysis, and MOS development.

Utilization refers to the employment of personnel in their parent unit. A major portion of this function is career development and career counseling.

Here again, this function is usually one that is jointly performed by the personnel office and the concerned commander.

Manpower Control is similar to utilization, but is concerned with personnel in bulk lots rather than as individuals. It is concerned with such things as program evaluation, manpower ratios and manpower costs. Manpower control activities are usually performed at higher headquarters units only.

Pay and Promotion are largely self-explanatory, but also include such activities as job evaluation, proficiency pay and retired pay handling.

The last major function, Personnel Administration, is a broad area consisting of a whole host of personal actions. Included here are personnel reports, personnel rosters, handling and advising on personal affairs of individuals, morning report activities, summarizing personnel statistics, design and preparation of forms, allocation of quotas, and many of the other daily actions needed to keep the personnel system operational.

### III. Geographical or Other Constraints

There are no geographical or other constraints in the Personnel Sub-Area. Personnel jobs occur with considerable frequency at all levels of command, in all theatres and CONUS installations, in both TOE and TD units, and in combat, combat support and base support areas. Personnel is a staff function present in all units above company level. It culminates in the Office of the Deputy Chief of Staff for Personnel (DCSPER) at the Department of Army level. Personnel is a significant factor in enabling commanders at all levels to carry out their mission. It is a full career without limitations.

#### IV. TYPICAL JOBS BY GRADE      PERSONNEL SUB-FIELD

General Officer	CG, USA Recruiting Command	Asst DCSPER, DA	Chief Off Pers Dir, DA
Colonel	Recruiting District CO	Branch Chief, DCSPER, DA	Chief Inf Br, Off Pers Dir, DA
Lt. Colonel	Recruiting Main Station Commander	G-1, Inf Div.	Pers Mgt Off, DA or Army Hq
Major	Recruiting Oprns Off Rctg Main Station	S-1, Inf Bde Asst G-1, Inf Div	Manpower Control Off, Hq, CONARC
Capt	Section Chief, Rctg Main Station	S-1, Inf Bn	Personnel Services Off, G-1 Staff, Inf Div

#### V. SKILLS, KNOWLEDGES, ABILITIES AND QUALIFICATIONS WHICH CONTRIBUTE TO SUCCESS IN THE PERSONNEL SUB-FIELD

High motivation toward Army	Ability to use statistics	Ability to prepare staff studies
Good oral expression	Ability to write SOP's	Ability to brief high rank officers
Ability to make social contacts with civilians	Familiarity with ADP	Civilian training in Pers Mgt or Psychology desirable
Experience with troops	Troop duty required	Previous training in Manpower Control and Manpower Requirements desirable at upper levels
Good physical appearance and bearing	Previous training in Mil Pers Mgt desirable at upper levels	Ability to handle large amounts of written material
Ability to promote good race relations	Ability to handle a wide variety of duties related to people and their problems	Previous staff duty essential
Ability to communicate with people		

## VI. JOB DIMENSIONS OF THE PERSONNEL SUB-AREA RELATED TO CAREER DEVELOPMENT

"Can work relatively independently in recruiting, helps build self-confidence"  
"Working with Senior NCO's in Recruiting helps to understand their problems"  
"Ability to adapt and react to a variety of situations increases flexibility"  
"Recruiting develops resource management and communications skills"  
"Recruiting is probably the most progressive thinking business in the Army, wide open for new ideas in sales techniques and management procedures"  
"Opportunity to improve Army's community relations"  
"Supporting the NCO Recruiter is a vital job to the US Army"

"Gained a thorough knowledge of the personnel management system of the Army"  
"Became people oriented"  
"Gained familiarity with the many tools and techniques of Personnel Management like MOS, strength reporting, officer career patterns"  
"Essential staff experience for any senior officer"  
"Communications skills greatly enhanced"  
"A great chance to help others"  
"I am troop oriented and command is more rewarding than staff"  
"Increased my understanding of and ability to handle race relations problems"  
"Improved my reading and writing techniques"  
"Repeated assignments in personnel would be detrimental to my career as I am oriented toward command only"

"Gained a full understanding of the Army's assignment and promotion system"  
"Virtually all predecessors in my job have been selected to senior service college and gained promotion to at least Colonel"  
"Learned the strong influence that personnel has on command"  
"Personnel management is a good secondary field to command"  
"Gained a thorough knowledge of the Officer Personnel Management System, and how it applies to me"  
"Personnel is where it's at, without people you can't have any Army"

## VII. Number and Code of Job Schedules Supporting the Personnel Sub-Area

28-1, 23-3, 27-10, 27-9, 26-2, 23-1, 27-5, 27-3, 27-4 and OPO Schedules 65, 162, 163, and 164.